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ABSTRACT

The preparation, selection, and placement of effective candidates for the school principalship challenge educator programs and school districts alike. This article describes a principal preparation program that fosters collaboration between school districts and The University of Texas at Arlington (UTA) to create a structure for producing outstanding school administrators. Seven joint standards developed by the National Council for Accreditation of Teacher Education (NCATE) and the Interstate School Leadership Licensure Consortium (ISLLC) for the program are described. Through 12 months of collaboration, grow-your-own selection, and field-based action and reflection, Educational Leadership UTA is showing that the program greatly increases the likelihood of preparing highly effective and competent administrator candidates. There is an added dimension that Educational Leadership UTA brings with it, especially since school districts are in dire need of top principal candidates "of color." This rigorous preparation program assists school districts in the successful recruitment, development, and placement of principals who can preside equitably at schools with significant populations of minority students. (Contains 18 references.) (Author/RT)

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Principal Leadership:
Applying the New Joint ISLLC - NCATE Standards

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Abstract

The preparation, selection and placement of effective candidates for the school principalship challenges educator preparation programs and school districts alike. This article describes a principal preparation program that fosters collaboration between school districts and The University of Texas at Arlington in order to structure success in producing outstanding school administrators. Through 12 months of collaboration, grow-your-own selection, field-based action and reflection, Educational Leadership UTA is showing that the likelihood of preparing highly effective and competent administrator candidates greatly increases. There is an added dimension that Educational Leadership UTA brings with it, especially since school districts are in dire need of top principal candidates "of color." This rigorous preparation program facilitates school districts in the successful recruitment, development and placement of principals who can preside equitably at schools with significant populations of "minority" students.

Principal Leadership:

Applying the New Joint ISLLC - NCATE Standards

There is a critical and growing shortage of adequately prepared and certified school administrators in America (Fenwick & Pierce, 2001; Million, 1998; Potter, 2001; Richardson, 1999; "Study Warns," 1998; U. S. Bureau of Labor Statistics, 2000 - 2001;). As accelerated change faces our nation, this shortage of appropriately prepared new school leaders as well as continuously growing current administrators takes on new focus and importance. For years various states and administrative groups have had their own set of standards, domains, competencies, or proficiencies by which they felt principals should be prepared and developed. The result has been no established and recognized set of national standards upon which all preparation and development programs could focus (Wilmore, in-press).

During the past decade the National Council for Accreditation of Teacher Education (NCATE) and the Interstate School Leadership Licensure Consortium (ISLLC) have been working to develop joint standards for the preparation and development of school leaders (Council of Chief State School Officers, 1996; Murphy & Shipman, 1998; Murphy, Shipman, & Pearlman, 1997; Shipman, Topps, & Murphy, 1998; VanMeter & Murphy, 1997). These new standards, known as the Educational Leadership Constituent Council (ELCC) standards, seek to establish educational leaders who promote the success of all students by...

Standard 1: facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

- Development and articulation
- Implementation and stewardship
- Community involvement

Standard 2: advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Culture
- Instructional program
- Student learning
- Professional growth

Standard 3: ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Organization
- Operations
- Resources

Standard 4: collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Collaboration
- Community interest and needs
- Community resources

Standard 5: acting with integrity, fairness, and in an ethical manner.

- Integrity
- Fairness
- Ethics

Standard 6: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- Larger context knowledge
- Larger context skills

Standard 7: through substantial, sustained, standards-based experiences in real settings that are planned and guided cooperatively by the institution and school district personnel for graduate credit.

- Substantial
- Sustained
- Standards-based
- Real settings
- Planned and guided cooperatively
- Graduate Credit

To read the standards and interpret all these mean and imply can be daunting (Murphy & Shipman, 2000; Wilmore, in-press). They are of critical importance in creating, nurturing, and sustaining a culture and climate which values the soul of the school within its political, social, economic, legal, and cultural context (National Policy Board for Educational Administration, 2001). It is therefore essential for professors involved in the preparation of future school leaders to be able to connect them to the philosophy and vision of the principal as steward of the school's vision. This session addresses these connections from the perspective of the school as essential to the essence and success of the school learning community.

The implementation of the ELCC standards is unique and timely (Wilmore, in-press). At last the separate administrative standards and guidelines of the National Council for the Accreditation of Teacher Education (NCATE) and the Interstate School Leaders Licensure Consortium (ISLLC) have merged into this one ELCC set of collaboratively developed and agreed upon standards for the development of future school leaders as well as the professional growth of existing ones. Yet for them to have meaning professors, students, and existing administrators must know how to connect them to contextual and practical outcomes. One way to do this is through research-based applications for principals and others interested in school leadership and management theory. Contextual and reflective studies can be used as a basis for university coursework as well as current administrators for individual or group reflective professional development. This can be done through discussion, case studies, reflective questions and activities, and other application exercises for individuals or groups engaged in professional development opportunities. These concepts are equally appropriate for pre-service administrators as well as current principals, assistant principals, deans of instruction, instructional supervisors, educational and other professional associations, and others interested in the development and nurturance of the school community. Through contextual studies a framework of standards and tools necessary to facilitate school leaders being able to work with students, teachers, families, and communities in a collaborative partnership can be developed.

It is a basic pedagogical construct that people learn by doing. In this session a brief history and discussion of the standards will be presented. Remaining time will be

spent in application activities involving case study development with contextual applications for reflection and professional development.

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